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ABSTRACT

A program of vocational education for agribusiness and natural resources occupations should be part of the total program available to the youth and adults within a community, suggests the author. Therefore, consideration must be given to the most effective ways and means of providing such an instructional program. The planning process is considered essential and this report deals with elements of planning program perspectives based on first hand experiences of teachers and career education coordinators. A checklist of steps and key points for planning area programs using either the shared time or area vocational education center approaches, and for planning for cooperative efforts among local educational agencies for instructional activities is provided. Appendixes include guidelines for selecting the agricultural advisory committee for Van Buren County and an example of some procedures for planning the area program in Sanilac County. (KP)

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GUIDELINES FOR PLANNING LOCAL AND AREA PROGRAMS OF AGRIBUSINESS AND NATURAL RESOURCES

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Professional Series in Agricultural Education, Number 2

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Professional Series in Agricultural Education

Number 2

GUIDELINES

for

PLANNING LOCAL AND AREA PROGRAMS

of

VOCATIONAL AGRIBUSINESS AND NATURAL RESOURCES

Department of Secondary Education and Curriculum

College of Education

Michigan State University

August 1973

Published in cooperation with the Vocational Education and Career Development Service, Michigan Department of Education

Foreword

This publication is based on first-hand experiences of some teachers of agriculture and CEPD (Career Education Planning District) coordinators in Michigan. In addition, it reflects certain assumptions and biases which the author readily acknowledges about the primary importance of local planning and cooperative efforts among local educational agencies.

This publication deals with the planning process; it does not deal with the substance of the plans. Both the process and the substance are important. They may be separated for the purposes of a publication but not when actually planning the program.

Finally, there is emphasis in this publication on planning rather than on a plan. The value of a plan may be no greater than the quality of both the process and the substance. The people involved in implementation of a plan change--new persons become part of the local educational agencies, the present persons gain additional understandings, and the societal circumstances change within which the people work. The development of new technology, shifts in requirements for success in jobs, and other changes provide a basis for change in the substance of plans.

Appreciation is expressed to the following persons for their parts in helping develop this first draft of guidelines for planning:

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Suggestions are welcomed for improvement in the description of how to accomplish the development of appropriate and adequate plans.

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PLANNING LOCAL AND AREA PROGRAMS FOR VOCATIONAL AGRIBUSINESS AND NATURAL RESOURCES EDUCATION

Introduction

Effective vocational programs for agribusiness and natural resources occupations do not "just happen." They are the result of the efforts of teachers working and planning with administrators, counselors, curriculum specialists, parents, employers and students. Sometimes the planning is done in a very informal way; at other times it is the result of formal committees and other group actions; and most frequently it is the result of a combination of formal and informal procedures.

Program planning has been defined as the process used to develop the objectives and the ways and means of achieving those objectives through the cooperative efforts of various persons, educational agencies, and related business-industry groups and other related agencies.

Program Perspectives

A program of vocational education for agribusiness and natural resources occupations does not operate in a vacuum. It is part of the total program available to the youth and adults within the community. The instruction in agribusiness and natural resources is only part of the total instruction available to high school students and to adults. Therefore, consideration should be given to the most effective ways and means of providing the instructional programs. Planning is essential.

The service area for a given school district provides one geographical base for consideration in planning. However, the size of enrollment in the school district may be such that the feasibility of providing the appropriate instructional programs rest upon the combined efforts, or joint venture, of two or more school districts in cooperation with the various businesses.

and related agencies serving the larger geographical area.

In Michigan several alternative ways are available for local education agencies to provide the appropriate instructional programs. The local K-12 school district may be able to provide the kinds of instructional programs needed; i.e. the number of students seeking the specialized instruction is sufficient to warrant offering the instruction; the specialized laboratories and equipment are or can be made available through the use of the financial resources of the district; and the specialized instructors are or can be made available.

When it is not feasible for a single K-12 district to provide all of the appropriate instruction, consideration should be given to three additional alternatives: (a) fail to provide the instruction; (b) use the "shared-time" approach where one of the K-12 districts will provide the facilities, equipment and instructor for students who will come for part of the school day for the specialized instruction, then, return to their home high school for the remainder of their instruction; and (c) and the "area vocational education center" approach where a separate facility is provided at a central site to serve as a laboratory for students who attend the "center" to receive the specialized instruction during part of the day and return to their home high school for the remainder of their instruction.

Both the "shared-time" approach and the "area vocational education center" approach are considered means for the local school to supplement the curriculum available to its students. These approaches are designed to provide the specialized instruction which the local schools cannot provide and to avoid unnecessary duplication of facilities, equipment and

staff.

Therefore, for the purpose of program planning the process should involve the appropriate persons from various local education agencies, and should include consideration of such factors as (a) demand for employees in the agribusiness and natural resources occupations; (b) characteristics of the youth and adults who desire the instruction; (c) the desired purposes and objectives for the program; (d) the nature and scope of the present program of instruction; (e) the facilities, equipment and instructional staff; and (f) outcomes from the present programs.

Role of the Teachers

The teachers of agriculture for the local and area programs include (a) teachers at each K-12 district, (b) teachers involved in the "shared-time" and/or "area vocational education center" operations, and (c) teachers in post high school institutions. The teachers within K-12 districts are administratively responsible to the principals and superintendents of their districts and the program of instruction is a responsibility of that K-12 district. Therefore, the teachers within the K-12 districts should identify their roles first, within their own school district, and second, as part of a team of educators to cooperatively plan the program for the entire area. It is essential for the role of the teacher to be defined in cooperation with the administrator to whom the teacher is responsible.

The teachers directly involved in the instruction for "shared-time" and "area vocational education center" programs should define their roles in cooperation with the administrators to whom they are responsible.

The roles may vary depending on such factors as the administrative base for the area program, the number of programs in local K-12 districts, the area program, the related agencies and organizations, and the role of the coordinator of the CEPD (Career Education Planning District).*

The teachers in post high school institutions such as community colleges should be involved in planning with the other teachers of agriculture within the service area for the community college. The service area for the community college may be larger than the boundaries of the career education planning district.

Role of CEPD Coordinator**

The coordinators for the 49 CEPDs provide leadership for assisting the local educational agencies develop plans for vocational education and career development. Some CEPD coordinators also serve as "Shared-Time Directors." Although the specific situation varies in each CEPD and specific duties of CEPD coordinators may vary, some of the activities performed by all CEPD coordinators include:

1. Provide leadership for and coordinate activities of the Career Education Planning District Coordinating Council.
2. Assist local educational agencies in developing:
   a. advisory committees
   b. performance objectives

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* The State of Michigan has been divided into 49 CEPDs for the purpose of planning and coordinating the vocational education programs and career development programs throughout Michigan.

** Adapted from various reports and publications from the Vocational Education and Career Development Service, Michigan Department of Education. For additional details regarding the duties and responsibilities of the CEPD coordinators as well as the background, purpose and organizational structure of the Career Education Planning Districts, the reader should write to: Vocational Education and Career Development Service, Michigan Department of Education, Box 928, Lansing, Michigan, 48904

3. Assist local educational agencies in developing and improving vocational education programs.

4. Coordinate the development of the CEPD Annual Plan for Vocational Education and Career Development.

5. Initiate studies to determine placement needs.

The coordinators in some CEPDs are directly involved in other activities such as (a) developing plans for financing, locating and operating area programs; (b) organizing shared-time vocational education programs; and (c) organizing advisory committees for developing area vocational education programs.

Essential Elements in Planning

Planning for local and area programs should include several elements, each of which seems to be essential for the effectiveness of the planning. These elements are:

1. Committment by administration
2. Leadership person(s)
3. Functioning citizen's committee
4. Provision of time to perform the activities in planning
5. Training in the process of planning
6. Communications and visibility
7. Qualified consultant service*

The planning usually involves the following seven activities:

1. Studying the existing program
2. Redefining/revising program objectives
3. Identifying and obtaining additional information
4. Analyzing and interpreting information
5. Preparation of report
6. Reporting recommendations
7. Implementation of recommendations*

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* Adapted from the essential elements and major activities which Dr. Harold M. Byram recommended for systematic local evaluation of vocational education programs. See, Locally directed evaluation of local education programs. Danville, Illinois: The Interstate Printers and Publishers, Inc. 1971.

The following pages contain a list of steps and key points related to the planning process. The actual planning depends upon many factors in the given situation and the following materials were developed to help guide the efforts of those responsible for the planning.

It is important to remember, when using the following list, that the stage and type of planning may be somewhat different for each teacher. For example, the stage in planning may vary from the teacher who has no advisory committee to the teacher who has a functioning advisory committee; or may vary from the teacher who already has a large, functioning program to the teacher who has been asked by his/her administrator to design a new course or to prepare the educational specifications for new facilities and equipment. The teacher who uses the accompanying list of steps and key points should first check to determine where his/her situation fits among the seven steps.

The type of planning may vary. In some instances the planning may be primarily for program within the K-12 district. Other teachers may be involved in planning for an area program through either the "shared-time" approach or the "area center" approach. Some teachers may be most concerned with the planning of jointly offered instruction among two or more districts such as livestock selection clinics, soil use and management workshop, purchase of equipment, and a combined greenhand initiation. Most frequently, the planning by any teacher of agriculture will involve some aspects of all three types listed above.

The following checklist contains steps under only Type I planning, i.e. planning for the program in the K-12 district. Two other types of planning have been considered but no distinctly different steps have been

identified. These two additional types of planning are:

Type II Focus on planning for area programs, either "shared-time" or "area vocational education center."

Type III Focus on planning for cooperative efforts among local educational agencies for instructional activities.

CHECKLIST OF STEPS AND KEY POINTS FOR PLANNING VOCATIONAL AGRIBUSINESS AND NATURAL RESOURCES EDUCATION PROGRAMS

(Includes programs of: Production Agriculture, Agricultural Supplies/Services, Agricultural Mechanics, Agricultural Products, Ornamental Horticulture, Agricultural Resources and Forestry.)

Type I Focus on Planning for the Program in the K-12 District

Our Stage	Steps	Role		Key Points
		K-12 District	CEPD	
	A. Secure committment by administration	Responsible	Advise & consult	A. .1 Prepare in writing a general statement about the planning process prior to meeting with the administrator(s). .2 Discuss purpose of planning with principal/superintendent. .3 Identify role of teacher for any discussion of planning which would involve representatives from other K-12 districts, the Intermediate School District, the CEPD, etc. .4 Be prepared to revise the original brief statement about the planning process so as to incorporate the concepts contributed by the administrator(s). .5 Discuss the relationship of this proposed planning to planning for other vocational education programs and to overall curriculum planning within the school.
	B. Develop an outline of planning process	Responsible	Advise & consult	B. .1 Secure copies of references and other materials related to program planning. .2 Include procedures for establishing and using an advisory committee in program planning.

Our Stage	Steps	Role		Key Points
		K-12 District	CEPD	
	B. (continued)			.3 Include procedures for involving appropriate in-school personnel such as counselor, English teacher, industrial arts teacher, etc. .4 Include a list of the kinds of information to be collected and reviewed, such as demand from employers, avocational demand, possible changes in emphasis, and status of present program. (See D.1 for more details) .5 Include a review (and revision if necessary) of the existing program objectives. .6 Include activities for reporting the information to school administrators and to the general public. .7 Include a timetable for accomplishing the proposed activities.
	C. Establish an advisory committee	Responsible or share responsibility	Advise and consult or share responsibility	C. .1 Decide whether the advisory committee is to be a local committee (for the K-12 district) or to be a committee for the entire CEPD. (If the committee is to be for the entire CEPD, it is essential to develop the plans for the committee with the CEPD Coordinator.) .2 Identify the criteria which are to be used for selection of committee members. a. Include farmers, agricultural businessmen, professional agriculturalists, parents, students, and educators. b. Include persons already recognized for their community interest, leadership ability, judgement, and general leadership roles.

Our Stage	Steps	Role		Key Points
		K-12 District	CEPD	
	C. (continued)			c. Include persons with varing levels of education, ethnic backgrounds, places of residence within the K-12 district/ area, and levels of occupations. d. Willingness to serve on the committee .3 Have committee members appointed by the board of education (K-12 or appropriate Intermediate District board) a. Submit at least 12 names if nine members are to be appointed. b. Period of appointment for members and general purpose of the committee should be made explicit at the time of appointment. c. The members should be notified by the appointing Board in writing of their appointment. .4 Selection of chairman. May be designated by the appointing Board or may be left to the committee to select its own chairman. The procedure should be agreed upon prior to the appointments. .5 The teacher should expect to provide assistance to the committee. .6 The committee should plan to submit its report(s) to the appointing Board. .7 Give appropriate publicity to the advisory committee so that the general public will be aware of its purpose and general progress. .8 See examples in appendix.

Our Stage	Steps	Role		Key Points
		K-12 District	CEPD	
	D. Study the existing program	Responsible	Advise, Provide information, & consult	D. .1 The information to be collected should include: a. Objectives of the present program b. Description of the present program c. Curriculum and course outlines (performance objectives) d. Facilities and equipment e. Qualifications of the instructional staff f. Students being served: number, interests, and other characteristics .2 Determine what new data should be gathered. a. Follow-up study of former students b. Opinions from students, parents and employers c. Opinions from counselor and other teachers d. Employment opportunities .3 Provide for a review of the information with in-school personnel .4 Prepare publicity for release, especially through newspapers. Include photographs. Keep the general public informed about the progress of the review of the program but place emphasis on the PROCESS OF THE REVIEW.

Our Stage	Steps	Role		Key Points
		K-12 District	CEPD	
	E. Preparation of proposed program	Responsible	Advise & consult	E. .1 Include a. Outstanding aspects or characteristics of present program b. Program elements which need to be strengthened c. Alternatives for strengthening the program d. Recommendations e. Priorities .2 Combine recommendations from the in-school personnel with "Advisory Committee Report" .3 Include a proposed timetable for accomplishment .4 Avoid publicity regarding the substance of the proposed program until it has been reported to the appropriate Board of Education. .5 Make the report as clear and concise as possible. Secure help from the journalism teacher or others regarding appropriate lay-out for the content of the proposed program.
	F. Presentation of proposal to school	Responsible	Advise & consult	F. .1 Decide on a procedure for presenting the proposal to the Board. For example, the report might be divided into parts for submission separately to the Board for the purpose of making it easier for the Board to individually review. .2 The Chairman of the advisory committee should make the official presentation of the report to the Board.

Our Stage	Steps	Role		Key Points
		K-12 District	CEPD	
	F. (continued)			.3 Usually the Board will accept the report and then take action on the recommendations at a later date. The timetables within the proposal should allow for this period of review by the Board and school administrators. .4 Publicity regarding the substance of the recommendations should be accomplished after the presentation to the Board.
	G. Implementation of recommendations	Responsible	Advise & consult; or responsible if the recommendations include "shared-time" or "area vocational education center program"	G. .1 Be prepared to implement the recommendations according to the specifics of the recommendations. a. Short-range: teacher action, department action, & school action b. Long-range: teacher action, department action, school action, and community action.

Type II Focus on Planning for Area Programs, either "Shared-Time" or "Area Vocational Education Center."

The steps and key points for this type of planning are not clearly defined but may consist of the following:

Steps	Key Points
A. Secure committment by administration	A. .1 Discuss with CEPD Coordinating Council and secure authorization for the planning activities.
	.2 Be familiar with State policies for planning and approving area programs.
	.3 Identify role of local teachers for the planning of the area program.
	.4 Clarify the relationship of planning the area program to planning the local program.
B. Develop an outline of the planning process.	B. .1 Secure copies of forms and other materials from Michigan Department of Education.
	.2 Include procedures for selecting advisory committee members from each local K-12 school district as well as being representative of various aspects of agribusiness and natural resources (farming, feed and fertilizer, power and equipment, landscaping, etc.)
	.3 Include procedures for involvement of teachers of agribusiness and natural resources from local educational agencies.
C. Establish an advisory committee	C. .1 Consider advantages and disadvantages of both local and area advisory committees.
	.2 Have teachers of agribusiness and natural resources assist in recommending names of persons to serve on the area advisory committee.
	.3 Select key persons who have leadership roles and credibility within the area.

.4 Secure endorsement of the persons from local school administrators & boards to be named from their districts.
.5 Identify the appointment procedure and procedure for selection of chairman.
.6 Prepare a list of general duties and responsibilities.
.7 Identify the role of the teachers of agribusiness and natural resources for working with the advisory committee.

D. Study the existing program

D. .1 Determine what information should be collected
a. Objectives of present programs.
b. Description of present programs.
c. Curriculum and course outlines.
d. Facilities and equipment.
e. Qualifications of the instructional staff.
f. Persons being served: number, interests, and other characteristics.
.2 Determine what new data should be gathered:
a. Follow-up of former students
b. Opinions of parents and employers
c. Opportunities for employment
.3 Determine the involvement of other in-school personnel (counselors, principals, et.al.)
.4 Prepare general plans for publicity which may accompany the planning process.

E. Preparation of report

E. .1 Include
a. Proposed purpose and program objectives

b. Outstanding aspects or characteristics of present programs.
c. Program elements which need to be strengthened and/or added.
d. Alternatives for strengthening and/or adding to the program.
e. Recommendations
f. Priorities

.2 Combine "in-put" from in-school personnel with the advisory committee report.

.3 Include a timetable for accomplishment.

.4 Avoid publicity regarding the substance of the recommendations until the report has been presented to the appropriate Board(s).

F. Presentation of report

F. .1 Decide on a procedure for presenting the report to the appropriate Board(s).

.2 The Chairman of the advisory committee should make the official presentation of the report.

.3 Publicity regarding the substance of the recommendations should be accomplished after the presentation to the Board(s).

G. Implementations of recommendations

G. .1 Be prepared to implement the approved recommendations according to the specifics of the recommendations:
a. Area program
b. Local program

.2 Determine the feasible and appropriate role of the advisory committee.

.3 Be prepared for the educational effort which may be necessary to enhance the implementation of the recommendations

Appendices

I. Agricultural Advisory Committee for Van Buren County (CEPD #34)

II. An Example of Some Procedures for Planning the Area Program in Sanilac County (CEPD #26), Michigan

Appendix I

AGRICULTURAL ADVISORY COMMITTEE FOR
VAN BUREN COUNTY (CEPD #34)

(Reported January 15, 1973)

Criteria for selection of members

Must be a resident of a school district
Name must be suggested/recommended by local school districts
Individual must express willingness to serve

Composition of the Committee

Occupation
- Soil Conservation Service
- County Extension Service
- Landscapes
- Orchard and Nursery Operator
- General farmers (3)
- Farm Power & Equipment Repair Service
- Teachers of Agriculture (ex-officeo)

School Districts represented

- Paw Paw
- Gobles
- Bangor
- Mattawan
- Covert
- South Haven
- Bloomingdale
- Decator
- Hartford
- County Office (ISD)
- Lawrence

Tentative Content of Educational Specifications

Philosophy
Objectives
Activities
Equipment
Space requirements
Relationship to other types of programs

Appendix II

An Example of Some Procedures for Planning the Area Program in Sanilac County, Michigan

A committee of twenty-five citizens has studied the need for career and vocational education in our county for the past year. This committee has recommended that in order to meet the need for our high school students, drop-outs, handicapped persons, and adults, a vocational education center should be built. The committee said that the facility should be centrally located in the county. A millage election of two mills to build and operate such a center will come before the voters on June 11, 1973. All the local K-12 school districts have passed resolutions supporting this effort. The State Board of Education has approved the application for a center subject to the favorable election in June. The State Board of Education has also approved a grant of $6,700.00 to develop the education specifications for the center. The activities necessary to accomplish the writing of the education specifications are as follows:

1. The selection of 3 to 5-member committee of teachers and citizens who are knowledgeable in each craft area to be taught in the center.

2. The selection of two or three vocational education centers in Michigan for each committee to visit.

3. Each committee will select a program from one of the centers that would be desirable in the Sanilac facility.

4. A contract will be offered to the instructor of the selected program to write the specifications.

5. The committee will have the responsibility of reviewing, changing, rejecting, or accepting the specifications in its respective craft area.

6. When all the specifications have been completed, the committees, CEPD coordinator, and curriculum specialist will put it together as a unit for the architect who will design the building.

No committee member will be asked to write the specifications. The two important activities are:

1. Willingness to visit several skill centers. This will take at least one work day. The CEPD coordinator will make arrangements and coordinate this activity. This should be accomplished during May and June, 1973.

2. Willingness to meet one or two evenings with the writer to review the material. These meetings will probably be during June and July.

The money received from the grant must be used for contracting with the writers. This is a pilot grant and is being tried for the first time in several Michigan counties. We are fortunate to be able to participate.

Another advantage is that it enables citizens to be a part of the decision making in determining the kind of program and building needed in the county. The architect will use the specifications approved by the committees in designing a building.

CEPD Coordinator, Sanilac County
May 7, 1973